CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 Introduction

A literature review is a critical analysis of a segment of a published body of knowledge through summary, classification and comparison of prior research studies and theoretical articles. This chapter includes two main sections. The theoretical framework of the study is given in section-A and review of related studies in section-B.

Section- A

2.2 Theoretical background

This section discusses about the theoretical framework of the study in terms of definition of all the terms used in this study.

2.2.1 Achievement motivation

Achievement motivation is a widely generalized “wish to master” or “desire to do well”. For an achievement directed child with well developed conscience, his controls come from within. For this condition to develop, it is probably necessary for the child to look upon one or both his parents as socially and economically superior. Individuals with intrinsic motivation study to learn and want success as they get pleasure from it. Individuals having extrinsic motivation want success to get a prize or to avoid punishment (Steinberg, 1996). Motivation is defined as an internal condition that stimulates, directs and maintains behaviour. There is a strong relationship between learning and motivation. According to Abraham Maslow when the need for love and belongingness are met, individual can then focus on higher-level needs of intellectual achievement. From the studies of Woolfolk (2004), it is confirmed that at this adolescent stage, the urge to learn increases. Lack of motivation is a big hurdle in learning and a pertinent cause in the deterioration of education standards. Further,
according to Deci and Ryan (2000), motivation is greatly appreciated because of the consequences it produces. The attitude that is often used in conjunction with motivation to achieve is self-concept, or the way one thinks about oneself to perform a task successfully. Motivation has come from motives that are the expression of needs of a human being. Motivation is essential in generating the desire to secure or maintain optimum performance of the adolescents. Performance (P) is described as a function of an individual’s ability (A), knowledge (K) and motivation (M). This may be expressed as P=M (AK). Mere existence of ability and knowledge does not guarantee that an individual will put forth his best effort. Motivation only helps in achieving performance with the fullest effort, which one can reasonably expect from him. The degree to which people with strong underlying achievement motivation shows achievement-oriented behaviour and depends on many factors.

The need to achieve is the springboard of achievement motivation. This desire to excel over others is intensified which in turn may lead to a stronger drive or motive to achieve something or everything that is essential to beat the others in the race and consequently experience a sense of pride and pleasure in that achievement. The type of motivation by such desire for achievement is called achievement motivation. According to Colman (2011), “Achievement Motivation is a social form of motivation involving a competitive drive to meet standard of excellence, desire to achieve ethics, and need for having environmental ethics, and own wish to achieve that.” In the light of the above statement, it can be inferred that highly motivated persons shape their own behaviour to act responsibly. Need for achievement was one of the first social motives to be studied in detail (McClelland, 1961) and research into this motive continues today (Steinberg, 1996). People with strong need for achievement seek to become accomplished and to improve their task performance. They are task oriented and prefer to work on tasks that are challenging and on which their performances can be evaluated in some way, either by comparing it with other people’s performance or in terms of some other standard.

The most fascinating aspect of the achievement motive is that it seems to make accomplishments as an end in itself. The achievement motivated person takes a special job in winning, in competing successfully with a difficult standard. Hence,
achievement motivation is a concern for excellence, which involves planning, excitement and a specific set of action strategies. The desire to achieve something of excellence is inherent in all beings. Achievement Motivation training encourages the individual to find her/his own unique way of satisfying her/his concern for excellence.

Some of the motivational factors are need, drive, interest, activity satisfaction, desire to reach a social goal, desire to take part in social activity, desire to reach a religious goal, desire to escape and desire to comply with formal requirements. To energise the students towards pursuing appropriate educational goals a teacher can use motivational factors such as Attention, Expectations, Incentives, Feedback, Commitments, Challenge, Discipline, Individualized instruction and Competition.

According to Farmer(1995), understanding the factors that affect achievement is important because motivation affects achievement and level of occupation. Further Berger(1995), indicated that high-need achievers are moderate risk takers, have an energetic approach to work, and prefer jobs that give them personal responsibility for outcomes.

In school, and in many professions, one would expect achievement motivation to be an important predictor of success and indeed, it often is. Commonsense would also predict that most successful people would be those who coupled strong achievement motivation with strong competitive motivation. Spence & Helmreich (1983), in their research found that the most successful people scored high on achievement motivation or work orientation, but low on competitive motivation.

2.2.2 Definitions of Achievement Motivation

Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external. According to the dictionary of Psychology, achievement motivation means (1) the tendency to strive for success or the attainment of a desired end (2) the individuals’ ego-involvement in a task. (3) The expectation of success in a given task as revealed by
the subjects’ responses on tests of fantasy. (4) The motive to overcome obstacles or to strive to do difficult things quickly and well.

Murray(1964) defines achievement motivation as “The ability to accomplish something difficult to master, manipulate or grasp physical objects, human beings or ideas to do this as rapidly and independently as possible to overcome obstacles and attain a high standard and to excel on self to rival and surpass others to increase self-regard by the successful exercise of talents”. Atkinson and Feather (1966), defined achievement motivation as “the achievement motive is conceived as a latest disposition which is manifested in overt striving only when the individual perceives performance as instrumental to a sense of personal accomplishment”.

Achievement motive seems to have two basic aspects-motives to achieve success (an approach motive) and motive to avoid failure (an avoidance motive). Further achievement motivation is defined as a pattern of planning of actions and of feelings connected with striving to achieve some internalized standard of excellence.

In simple terms achievement motivation may be defined as the impetus to do well relative to some standard of excellence; a person with a strong need for achievement wants to be successful at some challenging task, not for profit (or) status, but merely for the sake of doing well. Motivation deals with why of behaviour. It refers to internal states of the organism that leads to the investigation, persistence, energizing and directions of behaviours.

2.2.3 Sources of Achievement Motivation

David Ausubel (1968), the profounder of meaningful Reception Learning and Expository Teaching, perceives three components in achievement motivation:

1. Cognitive urge, which is task oriented. The individual attempts to satisfy his need to know and understand. The reward of discovering new knowledge resides in the carrying out of the task.
2. Self-enhancement, which is ego-oriented, represents a desire for increased practice and status gained by doing well scholastically or otherwise. It leads to feelings of adequacy and self-esteem.

3. Affiliation is dependence on others for approval. Satisfaction comes from such approval irrespective of the case, so that the individual uses academic success simply as a means of recognition by those on whom he depends for assurance. Parents play an active part in the young child’s affiliation needs. Later the teacher and the peer group become approval agents.

Some people have a great need for achievement due to differences in early life experiences which leads to variations in the levels of achievement motivation. More specifically, children learn by replicating the behaviour of their parents as their models. Through such observational learning Bandura & Walters (1963), found that children take on, adopt many characteristics of the model; the expectations of parent have for their children are also said to be important in the development of achievement motivation. Parents who expect their children to work hard and to strive for success will encourage them to do so and praise them for achievement directed behaviour.

The individuals with a predisposition towards a need for success are realistic and like the challenge of performing well. The individuals in whom the need to avoid failure greatly exceeds the need to achieve resist all activities in which their competence might be evaluated. When these individuals are forced into competition, they defend themselves by undertaking activities in which success is assured or choose such activities in which failure is a foregone conclusion; because by this they get a compensatory satisfaction that they tried an almost impossible task. These persons do not choose those activities that an average person would like to pursue in a real spirit of challenge.

The need for achievement develops in early childhood. It depends on the mother-child interaction and the home environment. Those mothers, who set high expectations for their children, maintain loose emotional ties and encourage the child
to master his environment while at the same time providing some degree of support to foster strong achievement motive in their children. Parents in the early stage of their children put restrictions on their independence so that they may avoid failures but as they grow dependence level is reduced and the children are given more and more freedom to make their own choices.

2.2.4 Characteristics of Achievement Motivation

Achievement motivation may be characterized as the tendency to maintain and increase individual proficiency in all areas in which a standard of quality is taken as binding. The essence of achievement motivation is that it is not just a desire to achieve only, but implies a striving need to achieve a standard of excellence in action. It is an intense desire to perform with excellence. High achievement motive should be coupled with success oriented–mentality. If accomplishments are to be real, there is a possibility of achievement- motive being bound with a fear of failure. There is evidence that the failure-oriented person with high n-Ach tends to choose tasks that are too hard or too easy. On the other hand, the success-oriented person with high n-Ach tends to choose tasks that are moderately difficult to achieve and is realistic in what he can accomplish. Therefore, achievement motivation includes need for success as well as need to avoid failure.

Achievement motive moves or drives an individual to strive to gain mastery of difficult and challenging situations or performances in the pursuit of excellence. It comes into the picture when an individual knows that his performance will be evaluated that the consequence of his actions will lead either to success or failure and that good performance will produce a feeling of pride in accomplishment. The Achievement motivated individual reveal the following characteristics.

1. There will be a tendency to achieve success and to avoid failure.

2. The strength of achievement motivation will be stronger where the importance of the task is higher and the risk involved is lower.

3. Parents’ education has significant influence on achievement motivation.
4. Achievement motivation is more among those whose parents are highly educated and their occupation do also has significant impact.

5. Achievement motivation is also related to extraversion and introversion attitude and their ability to cope up with the environment.

6. It can also be stated that high achievers have self-confidence and self-acceptance.

2.2.5 Assessment of Achievement Motivation

The oldest and simplest method of assessing human motivation is simply to ask the subject either to fill up a rating scale as to how strong his achievement motivation is or to indicate the degree of his acceptance in statement form. Otherwise the subject is typically asked to express his likes or dislikes for a variety of activities and objects. Inferences are then drawn from the pattern of likes and dislikes. Projective techniques are used to assess the total personality of an individual. Thematic Apperception Test is one among the technique. In this investigation adolescent learners’ achievement motive is assessed through number of statements (22) which depicts the situations with six alternate choices. Based on their choices level of achievement motivation of each student has been assessed.

It is said that achievement motive can be conditioned by one’s early training, experiences and subsequent learning. In general, children usually acquire the achievement motive from their parent’s lifestyle. The children whose independent training starts at an early age and who get more autonomy within a cooperative, encouraging and less authoritarian family environment usually develop an achievement-oriented attitude. Later on, the experiences and learning based on the circumstances and situations in his life may lead an individual to provide a level for the intensity of his achievement motive to struggle for attaining the standard of excellence desired by him.
2.3 Self-Acceptance

Self-acceptance is considered by many researchers as the central theme of life which affects all relationships, performances and achievements either positively or negatively. According to Pannes (1963), “self-acceptance is the degree to which an individual, having considered his personal characteristics, is able and willing to live with others”. Self-acceptance is one of the influencing factors of personality to determine the quality of one’s behaviour. Self-acceptance is the fullest description of oneself of which a person is capable of at one time. No one, not even the greatest in any field, in the wildest imagination possible is born with self-acceptance. Self-acceptance is something that is developed through countless learning experiences as the child interacts with others and with his environment, as he discovers himself, as he becomes aware of what he is capable of doing and what he cannot do also. In order to function efficiently in the world of people, it is essential for an individual to have a healthy personality as Aristotle rightly stated that “A Sound mind is in a sound body”.

A person’s feeling about his own self will have an impact on his future achievement, learning, decision making etc. A person who accepts himself is guided by his own standard. He has insight and understanding with relation to his ability, worth and with relation to others. In order to be able to accept himself, a person must have a self-concept which is realistic and which is not too different from his ideal of what he should be; self-accepting person is familiar with his weakness. He who recognizes those that he cannot change, those he must accept and live with, such a person approves of himself with his deficiencies and his self-acceptance promotes self-evaluation. Such a person can be critical about him and has a sense of responsibility for his actions. He does not blame others or destiny for his conditions. Nor does he strive to put up a show in order to win the approval of others. For the purpose of positive self-acceptance, its approval and appreciation is considered necessary. It is presumed that people who have self-acceptance will accept himself and others and also his faults and he will respond willingly to the effects of this reformation.
Education is a lifelong process that begins at birth and continues throughout our life. Knowledge or information is nothing but the experiences based on the sense of perception. The bodily faculty that give an ability to gain experience in this universe are called senses viz., senses of sight, hearing, smell, taste and touch. It is during this educational life many of the adolescents face different problems. To lead a secure life everyone needs to adjust with the present environment and have the ability to control effectively. In order to arrive at such a level of positive interaction, the individual needs to possess a positive self-acceptance of him during his educational period that requires the ability of accepting himself as he is, in order to live effectively and dynamically with the enduring environment. Before knowing about self-acceptance it is essential to know about the term ‘self’.

2.3.1 Self

William James (1950) defines ‘self’ as everything that are tempted to call the name of “me” and he distinguishes it among several selves; the material self, the social self and the spiritual self. Jersild (1963) in his “social and individual origins of the self” emphasized that self is made up of all that goes into a person’s experiences of his individual existence. It is a person’s “inner world”. It is a composite of a person’s thoughts and feelings, strivings and hopes, fears and fantasies, his view of what he is; what he has been, what he might become, and his attitudes pertaining to his worth. Further he explained the effect of social self-concept on the behaviour of the individual in the following way: “If a person is accepted, approved, respected and liked for what he is, he will be helped to acquire an attitude of self-acceptance and respect for himself. As he is judged by others, he will tend to judge himself”. So self is that people need to see themselves in a positive light (Heine, et al.). Indeed, evaluations and attitudes towards self seem to be highly relevant for mental health and well-being.

In recent years, however, there has been a resurgence of interest among psychologists in the concept of self. The basic assumption is that individuals who feel good about themselves and their abilities are the ones who are most likely to succeed. Academic success or failure appears to be as deeply rooted in concept of self as it is in
measured mental ability. Baumaister and Bushman (2011) describes self as having three main components. The first is self-knowledge (or self-concept), and it is related to such aspects as self-awareness, self-esteem and self-deception. The second is the social self (or public self), which involves elements related to social presentation, group membership, relationship to others and social roles. Finally, the agent self (or executive function) refers to decision making, self-control and so on.

2.3.2 Definitions of Self-Acceptance

According to Roger (1947), self-acceptance comprises what the person would like to be or holds out as a goal for individual development and achievement.

Self-acceptance is defined as an affirmation or acceptance of self in spite of weakness or deficiencies. According to Shepard (1979), self-acceptance refers to an individual’s satisfaction or happiness with himself, and is thought to be necessary for good mental health. Self-acceptance involves self-understanding, a realistic albeit subjective, awareness of one’s strengths and weakness. It results in an individual’s feeling about himself that he is of “unique worth”.

2.3.3 Characteristics of Self-Acceptance

Psychologists have identified a number of characteristics which are found in people who are well adjusted and who therefore have healthy personalities. Self-acceptance plays an important role in the development of an individual’s physical health, which is very essential for an individual to get educated with sound knowledge. Self-accepting persons will bear the following as their characters.

1. Acceptance of self, others and nature

Self-actualizing persons are not ashamed or guilty about their human nature, with its shortcomings, imperfections and weakness. They respect and esteem themselves and others. Moreover, they are honest without pose or facade.
2. **Problem center**
Self-accepting persons are not ego-centered, but focus on problems outside themselves. They are often mission oriented and have a sense of responsibility.

3. **Inter-personal relationship with others**
Self-accepting persons attract others as admirers or as disciples by their personal relationship with others.

4. **Democratic Character structure**
The self-accepting person is willing to learn from anyone.

5. **Creativeness**
Creativity is a characteristic that most would agree to as characterizing the self-acceptance of persons.

2.3.4 **Conditions Favourable to Self-Acceptance**

There are a number of factors that determine self-acceptance of a person. self-understanding, realistic expectations, absence of environment obstacles, favourable social attitudes, absence of severe emotional stress, preponderance of success, identification with well-adjusted people, self-perspective, a good childhood training, and a stable self-concept are the factors which are responsible for self-acceptance.

Self-understanding and self-acceptance go hand-in-hand. The better a person understands himself, the better he can accept himself, and vice-versa. When the environmental obstacles in his path are removed and when parents, teachers and peers encourage the person to achieve success that also leads to self-acceptance.

Since the attitudes of member of the social group toward a person mould the attitude to his self, the person who experiences favourable social attitudes can be expected to be a person with self-acceptance. A preponderance of success leads to
self-acceptance whether it may be quantitative or qualitative. The person who identifies himself with well-adjusted people is predisposed to develop positive attitudes toward life and thus behaves in a manner that leads to favourable self-judgement and self-acceptance. A person who can see himself as others see him has greater self-understanding than one whose self-perspective tends to be narrow and distorted. An enlightened self-perspective facilitates self-acceptance.

Good home and school training are as critical as it determines his adjustment to life. Democratic training leads to healthy personality patterns in which rules and regulations are explained to the child, suggests to him that he is respected as a person. The child thus learns to respect himself and assumes responsibility for controlling his own behaviour within the framework of the rules and regulations set by those in authority.

A stable self-concept is essential for self-acceptance. A stable self-concept is one in which the person sees himself in the same way most of the time. Only if that self-concept is favourable, the person accepts himself, if it is unfavourable, it will naturally lead to self-rejection. If a person is to develop the habit of self-acceptance, he must see himself in a favourable light often enough to reinforce the favourable self-concept so that self-acceptance becomes habitual.

2.3.5 Effect of Self-Acceptance

The more a person accepts himself, the better his self and social adjustment. The person who makes good personal adjustment is happy and successful. The one who makes good social adjustments is popular, enjoy social contacts and has a full and rich life. A well adjusted adolescent makes good social adjustments. He has harmonious relationship with the society. He is not jealous of others. Nor does he try to undermine them, he is not aggressive, unkind or critical of others, nor does he lose his temper or get depressed, when things do not go as he wants.

Self-acceptance is a mindful decision that individuals make when they take responsibility for their lives and realize that they are in control of the decisions that
create their personal world. When they view the world and themselves mindfully, they are able to accept themselves unconditionally.

2.3.6 Self-Acceptance and Adolescents

Adolescence is a complex stage of life in which physiological and psychological changes begin and is characterized by a period of heightened storm and stress (Broderick & Blewitt, 2006). Adolescence is the period when one thinks about one’s own identity, physical, intellectual, emotional and moral aspects that influence the development of one’s self. It is more difficult for girls to formulate a clear and accepting views of their feminine identity than it is for boys, to accept their masculinity. In their upbringing, there is more incentive for boys to prefer to be boys than for girls to prefer to be girls. Boys have more privileges, they are less strictly supervised, they are not judged as severely as girls for misconduct, they move into a man’s world very smoothly.

The masculine genders look forward to an occupation and financial independence as a necessity in life than the feminine gender. As girls reach and advance through adolescence, the major occupation many of them look forward is to marriage and motherhood. It has been found that with increasing age boys become more secure in their masculine role whereas girls become less firmly identified with their feminine role. This paves way for the masculine gender to develop a positive self-acceptance. A person’s feeling about his own self will have an impact on his future achievement, learning, decision making etc.

Physical appearance and attributes is based on how an individual perceives himself and his surroundings determined by his efforts and goals, his strivings and aspirations. One’s view of himself, his ideas about his physical appearance and characteristics or quality incorporates his/her self-concept. Self-acceptance is not carved in stone, it can be changed. Children learn about themselves through their relationships with others. One’s ideas about one self are influenced by others’ ideas about him/her. It is from other people that we learn what we are good at and what we are bad at and whether we are lovable or unlovable, clever or unintelligent, wanted or unwanted, which then become the raw materials for self-acceptance.
Acceptance provides opportunities for positive development within an individual. But generally acceptance of self becomes difficult as adolescence do not look at them with a positive approach. The necessity for motivation becomes a driving force behind the concept of self-acceptance. Adolescent population requires a positive self-acceptance to improve their achievement motivation. Motivation directs the self-acceptance of the students. The locus of control, level of aspiration and their strength of need freely influence it. Internal locus of control may not improve self-acceptance but on the other hand external locus of control has a direct influence on self-acceptance. Besides achievement motivation and self-acceptance, every individual must possess proper study skills in order to achieve academic success.

2.4 Study Skills

The term “study skills” includes the learner’s ability to plan, organize and implement his own study. Study skills or study strategies are approaches applied to purposeful learning, usually centred on reading and writing. Effective study skills are considered essential for students to acquire good grades in school, and are useful in general to improve learning throughout one’s life, in support of career and other interests. Study skills are the central factors in the learning process. The educability of a man depends on his ability to form and re-form his skills. Thus education and skills have a one to one correspondence between them. In the traditional sense study skills would be the tools through which the student acquires subject knowledge.

Study skills play an important role in one’s life. Study skills refer to the ability to schedule one’s time and the plan of study. There are arrays of study skills which may tackle the process of organizing and taking in new information, retaining information or dealing with assessments. They include mnemonics, which aid the retention of lists of information, effective reading and concentration techniques, as well as efficient note taking.

Good skills help acquiring, learning and knowing of so many things with great care and facility. The student who is habitual of concentrating on his/her studies for hours in school as well as at home is not easily overcome by fatigue. Similarly skills of efficient writing, reading and conversation help them a lot. Habits of proper
reasoning, thinking, making judgements, punctuality, regularity, neatness, cooperation, honesty, all help them in their proper adjustments as well as in acquiring and learning all the essential knowledge and skills in a short time with great facility. The behaviour modification approaches have been increased through study skills. The aims of study skills are:

1. To make it easier for students in their transition from elementary to high school education where the expectation of the autonomous study becomes progressively marked and

2. For students to develop their study skills in accordance with these expectations.

2.4.1 Definition of Study Skills

Study skills are defined as those techniques such as summarizing, note taking, outlining or locating material which learners employ to assist themselves in the efficient learning of the material at hand. The term study skills refers to the various methods which students can use to make the task of studying easier as well as to retain the information they study for longer time. Developing study skills is crucial for students of these days as curriculum become intense and exams competitive.

Any skill which boosts a person’s ability to study and pass exams can be termed as study skill and this includes time management and motivational techniques.

2.4.2 Teaching Study Techniques

By teaching study skills teachers can curb the pressure that students feel during examinations. The following study techniques can be suggested by the teachers to the students for their effective learning.

1. Learning facts and information in a manner that they relate to one another.
2. Grouping information together may also facilitate learning.
3. Removing distractions and improving concentration.
4. Maintaining a balance between homework and other activities.
5. Strategies for writing essays.
6. Speed reading.
7. Note taking.
8. Subject-specific study strategies.
9. Preparing for exams

2.4.3 Importance of Developing Study Skills

Pupils in their childhood have more interest and self-discipline in everything. If good habits are inculcated in their childhood, it will be useful for their future studies. Study is the primary factor in school learning. It takes place through homework, self-study, assignments, supervised study and special projects under the guidance of a teacher or counsellor. Study skills are cognitive skills amenable to manipulation and improvement through cognitive training. The need of the learners to develop their study skills is implicit in the case of autonomous study as an educational goal.

Study skills play a crucial role in the life of students. Success or failure of each student depends upon his/her own study skills. Of course, study is an art and as such it requires practice. Some students study more but fail to achieve more. Others study less but achieve more. Success of each student definitely depends upon ability, intelligence and motivation of students. No doubt, regular study skills bring their own rewards in the sense of achievement of success. Study skills reveal students personality. Learners’ learning character is characterised by his/her study skills. It serves as the vehicle of learning. It may be seen as both means and ends of learning.

2.4.4 Study Skills and Adolescents

If the skills are developed in the young adolescent age they will definitely cherish the joy of its fruits for the rest of their lives, because grown up children are already habituated to certain things. So they find it difficult to modify their habits and behaviour. Therefore, it is better to develop study skills among the students in secondary level itself. It is the proper time and age to cultivate good study skills. At the adolescent stage students are quite mature. They know what is good and what is
bad. But they are emotional. So they can avoid what is bad for them with the help of parents and teachers.

2.5 Intellectual Performance Responsibility

An intellectually committed student is one who prefers intellectual activities (reading a book) to non-intellectual activities (playing football or gossiping) and spends more time on the intellectual activities. A person is intellectually committed when pursuance of intellectual activities to him is of central life interest, when he actively participates in intellectual pursuits and when he considers participation in intellectual activities as central to his self-esteem. Thus intellectual performance responsibility refers to active involvement of the students with intellectual activities for the satisfaction of their achievement need and when they consider participation in intellectual activities important for their self-worth.

Intelligence is a very important aspect in present day educational thought and planning. Some learn with little effort while others with pains taking application. Some others score very low marks. Intelligence is often considered as a major factor consuming all these mental individual differences. Intelligence includes performance i.e., actual doing. Sometimes it involves verbal and non-verbal mental activities. So it is very desirable for teachers to have an understanding of what intelligence actually means and implies.

Every teacher is conscious of individual differences in intelligence among his pupils. Some are bright, a few others are dull. Some adopt themselves to new situations easily, while others experience difficulty. Some are quick, others slow, some learn with effort, others take a long time. The teacher understands that there are differences of intellectual performance responsibility and though he teaches those all alone, all pupils do not derive the same benefit from his teaching. Here let us see what the facts are about differences in intellectual abilities. It seems possible that improved intellectual performance would be maintained if children were active for a longer period of time in an environment supportive of newly acquired skills.
The intellectual environment of children of professional parents is naturally quite different from that of children of day labour. A good environment can improve intelligence. Here the heredity factors also come into play as the home and environment of children contribute. By the age of five, he spends a good part of his day in schools. In growing up he experiences intellectual influences from his school and even the community’s library facilities influence intellectual growth.

2.5.1 Definition of Intellectual Performance Responsibility

Intellectual performance responsibility is defined as “an intended and persevering involvement with intellectualism, which is manifested by the active pursuing and preference for intellectual activities”. Thus it refers to active involvement of the students with intellectual activities for the satisfaction of their achievement need and considers participation in intellectual activities important for their strength.

SECTION –B

2.6 Related Studies

This section attempts to survey and critically review the studies related to the theme of the investigator chosen for her study.

Possible sources of data for this study were identified via searches of the PsycINFO (1872–2010), Dissertations Abstracts (1986–2008), ProQuest, Education Full Text, and ERIC databases. Further possible data sources were obtained by examining the citation list of all examined journal articles, technical reports, and dissertations for additional promising sources.

With a view to getting proper perspective of how the different personality variables as well as the motivational variables affect human achievement, the available research literature with respect to achievement motivation, self-acceptance, study skills and intellectual performance responsibility that are more relevant and
pertinent to the present investigation have been reviewed and a brief report of which is presented in this section.

2.7 Studies Related to Achievement Motivation

2.7.1 Indian Studies

Arjinder Singh (2013) found that achievement motivation was one of the major psychological factors which influence the performance of learners. Further he found that simply it is a drive to excel other learners.

Arul Lawrence & Vimala (2013) conducted a study on self-concept and achievement motivation of high school students and found that there was a significant relationship between self-concept and achievement motivation of high school students.

Sharma Diwaker (2013) compared creatively learning disabled with academically talented children in relation to their achievement motivation and cognitive style. This study was conducted on a represented sample 280 students of grade VI-VIII drawn from 500 schools of Bareilly and Pilibhit district of U.P, India. He found that academically talented students were more achievement motivated than creatively learning disabled and it was also observed that there was no significant difference on cognitive style between the two said groups.

Velmurugan & Balakrishnan (2013) investigated the achievement motivation of 600 Higher Secondary Students of Ariyalur and Perambalur districts in Tamil Nadu in relation to locality and type of family and found that there was no significant difference between the rural and urban school students in their achievement motivation. Further there was no significant difference between the general stream higher secondary students coming from joint family and nuclear family in their achievement motivation.

Bandhana, Sharma Darshana (2012) investigated the impact of achievement motivation, study habits and academic achievement on a ninth grade high school sample consisting of 250 participants, 132 of whom were females and 118 were males.
and found that good study habits students have higher level of academic achievement in comparison to the ones with the poor study habits, further they found that boys have better study habits in comparison to girls. Again it has been revealed from the study that students with high achievement motivation have high academic achievement in comparison to the ones studying with the low achievement motivation and boys have higher level of achievement motivation in comparison to girls.

Jeyasudha & Vasanthi (2011) in their study on achievement motivation and multiple intelligence of high school students and found that there was significant and positive correlation between multiple intelligence and achievement motivation in high school students.

Sukhwant Bajwa & Shalu Goyal (2011) studied the Responsible Environmental Behaviour of Secondary School Students in relation to their locus of control and achievement motivation and found that there exists significant relationship between responsible environmental behaviour and locus of control. Further it was found that Internal locus of control group students have better responsible environmental behaviour and developed more civic action, educational action, financial action, legal action, physical action, and persuasive action as compared to external locus of control group students. It was also found that there exists significant relationship between responsible environmental behaviour and achievement motivation. Further it was found that high achievement motivation group students have better responsible environmental behaviour and developed more civic action, educational action, financial action, legal action, physical action, and persuasive action as compared to low achievement motivation group students.

Godwin & Krishna Prasad (2010) found that achievement motivation and self-esteem play a vital role in the development of an individual. They also act as factors deciding the future of an individual. They took 600 socially challenged higher secondary students and found that students have moderate level of achievement motivation and self-esteem. Significant differences were noticed in achievement motivation with respect to gender, age and social status. It was also found that self-esteem had direct bearing on the achievement motivation.
Sujatha & Santhana Karthikeyan (2010) in their study found that boys have higher level of locus of control than girls irrespective of schools. Further they found matriculation school boys have higher achievement motivation than matriculation girls.

Alam (2009) in his comparative Study of Muslim and non-Muslim School children of Uttar Pradesh found positive relationship between achievement motivation and academic achievement of Muslim and non-Muslim children. Non-Muslim children are found to be superior in achievement motivation to Muslim children and socio-economic status goes along with higher achievement motivation. Further he found male students have higher achievement motivation than female students.

Ahmad & Sinha Nigam (2009) had conducted a study on 500 higher secondary school students of Kanpur city with an objective to study the relation of academic achievement motivation and their home environment and found that favourable and unfavourable home environment affects academic achievement motivation of higher secondary students.

Jain & Yadav (2009) in their investigation on 200 final year college students of Arts, Science, Commerce, Medical and Engineering courses to study their achievement motivation with reference to caste belongingness, socio-economic status and reservation policy found that there was significant difference in the level of achievement motivation of privileged and unprivileged caste groups. Further they found that there was no significant difference between the students who availed the benefit of reservation as compared to those who did not avail this benefit. No significant difference was found in the achievement motivation on the basis of socio-economic status.

Chamundeswari & Uma (2008) in their study found that there was a significant difference in achievement motivation and classroom climate among students in different categories of schools at the higher secondary level. Central board school students have better achievement motivation when compared to state board and matriculation school students and there was a positive correlation between the
achievement motivation and classroom climate among students in different systems of education at the higher secondary level.

Corol et al. (2008) found that achievement motivation tends to decline as children move into middle school and high school.

Rathod (2008) took 480 high achievers of both science and non-science subject including boys and girls and found 87.49 percent of high achievers were identified as self regulated learners. (2) ‘Sustained Motivation’ was the most dominating dimension operative in self regulated learners, while ‘Meta cognition’ was the second dominating dimension. (3) Dominant characteristic operative in self regulated learners were: feeling one’s own responsibility for learning, value the learning task, sharing with learned friends, internal motivation for learning, learning with comprehension, set realistic goals, revising the learned material, ability perception, keeping on goals and self help. (4) Self regulated learners attributed ‘efforts’ as a cause of their high achievement and success.

Vaidya (2006) found that educational achievement, self concept and achievement motivation of the students had a significant group effect on their educational aspiration. A positive correlation was found between educational aspiration and socio-economic status, educational achievement, achievement motivation of the students. A negative correlation was found between educational aspiration and self-concept.

Mallick (2005) in his study found that (1) Talented orthopaedic children differ significantly from the talented visually impaired children on perception of self, active experimentation, learning style and on achievement motivation. Significant group differences between the talented orthopaedic impaired and speech and hearing impaired children was found on perception of self and hearing impaired and visually impaired children differ significantly on “active experimentation” learning style and on achievement motivation. (2) The perception of self of the talented orthopaedic impaired children correlates positively with the group’s preferred learning style and with achievement motivation. (3) Regression analysis show that predication of
perception of self of the talented orthopaedic impaired children could be made on the basis of the group’s preferred learning style and achievement motivation conjointly.

Rani & Kaushik (2005) found the relationship between Home Environment and Parent-child Relationship variables with achievement motivation. (1) There was no significant difference between girls and boys in achievement motivation. (2) There was no significant difference in perception of the mother and the father by both girls and boys. (3) Achievement motivation was positively correlated with child’s perception of parent as demanding, loving, protecting and rewarding and negatively correlated with indifferent, neglecting, rejecting and punishing parent-child relationship.

Satya Prakash & Patnaik (2005) in their study found out the effect of co-operative learning on achievement motivation and achievement in biology and found (1) there was positive effect of co-operative learning on achievement motivation. (2) Co-operative learning has a positive effect on achievement in Biology in terms of knowledge, understanding and application objectives as well as total achievement.

Vasuki & Charumathy (2004) conducted a study on sixty girls and sixty boys from three city schools in the age group 15-18, to found out the sibling rivalry and its relation to achievement motivation, frustration, mental health and self conflict of adolescents and concluded that both males and females of diads and multiples showed rivalry towards their siblings in a homogeneous way. It was evident from the results that gender and number of siblings had no impact on extent of rivalry shown by the siblings. It was also clear from the findings that rivalry resulted in inferior level of achievement motivation and poor mental health. Greater extent of sibling rivalry also leads the adolescents to become more frustrated.

Rengaraj (2003)in his study found that girls have better achievement motivation than boys. Private un-aided school students have more achievement motivation than other groups like government and corporation students. With respect to mother’s education, the students’ group whose mother’s education was up to 5th standard seems to have high achievement motivation. The students hailing from middle income group have better achievement motivation than others and also
showed that they have better self-concept. Further he found that achievement motivation of students was significantly influenced by the variables, overall adjustment, study involvement and emotional adjustment. Father’s occupation has no impact on their achievement motivation, study involvement, social adjustment and emotional adjustment.

Susan Jacob (2002) in her study found that child’s empathy for mother was not significantly correlated to child’s achievement motivation. Children of employed mothers did not differ significantly with non-employed mothers in achievement motivation and emotional stability. No significant differences were found in child’s achievement motivation, emotional stability, academic performance and empathy dependent on mother’s age or education. Number of children in the family showed significant differences in achievement motivation, emotional stability. Further she found that neither type of family (nuclear or joint) nor economic level showed significant differences in achievement motivation, emotional stability and academic performance and empathy.

Ellekkakumar &Elankathirselvan (2001) assessed the achievement motivation of Higher Secondary Students and their Achievement in Physics. They used the achievement motivation inventory (Prayag Mehta-1969) for their study and adopted probability sampling method and their results were given asunder: (1) The positive correlations were found between the achievement related motivation and achievement marks in Physics in respect of (a) girls, (b) students studying in Tamil medium. The mean scores of achievement related motivation was higher for girls than boys. (2) There was no significant difference between the students studying in Tamil medium and the students studying in English medium.

AccordinoDenise (2000)in their investigation examined the relationship of perfectionism with measures of achievement and achievement motivation and mental health aspects of depression and self-esteem in high school students (N=123). Results indicate that students' personal standards were significant predictors of academic achievement and academic motivation. Also reveals that as students' personal standards increased, their levels of depression decreased and self-esteem increased.
Beyer (1995) in his study found that the family factors such as parents’ level of education and parental support and expectations for their children seem to exert some influence on adolescents’ achievement motivation.

2.7.2 Critical Review

Critical analysis of the collected reviews is done and is discussed as under: Achievement motivation influences academic performance (Arjinder Singh-2013); significant relationship between self-concept and achievement motivation (Arul Lawrence-2013); Non-psychological (personal) variables do not influence achievement motivation (Velmurugan-2013); significant relationship between multiple intelligence and achievement motivation (Jeyasudha-2011); conducive climate at home, school and society influences achievement motivation (Sukhwant Bajwa– 2011). Self-esteem facilitates achievement motivation (Godwin- 2010). Socio-economic status does not influence achievement motivation (Jain- 2009); Self-regulated learning leads to achievement motivation (Rathod-2008), Cooperative learning leads to achievement motivation (Satya Prakash-2005). Sibling rivalry has negative effect on achievement motivation (Vasuki-2004). Significant gender difference in favour of girls in achievement motivation. Personal standards (self-imposed) lead to achievement motivation (Rengaraj- 2003).

Findings of some studies are conflicting. However as a whole some variables such as self-concept, self-esteem and effective study skills lead to achievement motivation and this is an encouraging factor to the investigator.

2.7.3 Foreign Studies

Sahin Kapikiran (2012) in his study found that the relationship between negative automatic thoughts and intrinsic achievement motivation was fully mediated by learning goal orientation. However, the relationship between negative automatic thoughts and intrinsic achievement motivation was partially mediated by self-handicapping. Hierarchical regression analysis indicated that self-handicapping and learning and performance goal orientations variable did not moderate the relationship
between negative automatic thoughts and intrinsic achievement motivation among high school students attending in different departments of high school in Denizli.

Riffat-Un-Nisa Awan et al. (2011) reported that positive academic self-concept contributes to academic achievement by enhancing the motivation to achieve.

Yu, Fangzhou & others (2010) investigated adolescent academic motivation from a cross-cultural prospective, exploring four diverse ethnic groups: European Americans, African Americans, Asian Americans, and Hispanic Americans. The research indicates that though developmentally, adolescents share common characteristics, unique dynamics are considered by counsellors when addressing academic motivation within ethnic groups.

Fan, Weiqiao & Zhang, Li-fang (2009) found the relationships between thinking styles and achievement motivation among Chinese university students. Results largely supported the hypothesis that the more creativity-generating and complex thinking styles (Type I styles) were positively correlated with achievement motivation to approach success (MS), and negatively correlated with achievement motivation to avoid failure (MF). Results partially supported the hypothesis that the more norm-favouring and simplistic thinking styles (Type II styles) had negative correlation with MS, positive correlation with MF. The study also found that the situation–task-dependent thinking styles (Type III styles) were positively correlated with MS, and negatively correlated with MF.

Hustinx, Paul et al., (2009) had studied achievement motivation revisited: New Longitudinal Data to demonstrate its predictive power and found that these measures predicted later educational attainment and achievement and were related to movements in educational career. Their measures of achievement motivation showed certain stability over time; this stability decreased, however, with the length of the interval between measurements. In addition, a consistent decrease of motivation with age was found.

Schicketal., (2009) investigated the role played by general intelligence, school environment, self-efficacy, and aspects of personal identity in the formation of
learning motivation among ninth grade German students attending the Gymnasium schools and found that the greatest predictors of learning motivation were variables related to personal identity-style, rather than general intelligence, supporting the hypothesis that learning motivation is a moderator variable of intellectual achievement for students with intellectual giftedness, rather than an inherent component of giftedness.

Kizilgunes, Berna, et al., (2009) had proposed a model to explain how epistemological beliefs, achievement motivation and learning approach were related to achievement. The authors assumed that epistemological beliefs influence achievement indirectly through their effect on achievement motivation and learning approach. Participants were 1,041, 6th grade students. Results of the path analysis suggested that students who believed knowledge to be evolving (i.e., development) and handed down by authority (i.e., source) were more likely to be self-efficacious in their learning and were found to have higher levels of learning- and performance-goal orientations. The direction of the relation between learning approaches and achievement was positive.

Turner, Erlanger et al., (2009) examined the relations among authoritative parenting style, academic performance, self-efficacy and achievement motivation using a sample of college students (N=264). Results indicated that authoritative parenting continues to influence the academic performance of college students and both intrinsic motivation and self-efficacy predicted academic performance.

Klose, Laurie McGarry (2008) in their article, discussed the components of achievement motivation as well as how to develop and enhance achievement motivation. The author also offers steps for principals to consider with their staff member when developing policies and programs to promote achievement motivation in their students.

Love, Lanel Dilane (2008) found the relationship between student motivation to achieve and achievement related work habits and factors pertaining to a student’s inner resources and interpersonal strengths among African-American students in the tenth grade. The results of this analysis indicated that the relationship between the
composite variable measuring motivation to achieve and the set of variables measuring the latent construct of inner resources (i.e., relaxed style, happiness, patience and self-confidence) was found to be statistically significant. The relationship between the composite motivation to achieve and the set of variables measuring interpersonal strengths, (i.e., degree of assertiveness, willingness to act diplomatically, external/internal orientation and cooperativeness in relationships) was found to be statistically significant. The relationship between the composite variate measuring achievement related work habits and the set of variables measuring the inter-personal strengths was found to be statistically significant.

Schmakel, Patricia O’Connell. (2008) conducted a study in four urban schools and found that effective instructional design and delivery alone may not optimize junior high school students' engagement and achievement in academics. Motivational instruction constructs that emerged included effective use of classroom time, challenge, group work, and use of student resources. Motivational support constructs included teacher empathy, respectful control, and parental push.

Nelson, R. Michael et al., (2007) investigated associations among perceived peer relationships and achievement motivation during science class. Adolescents who perceived being valued and respected by classmates were more likely to report adaptive achievement motivation. Reports of adaptive achievement motivation were also related to having a good quality friendship and a best friend who values academics. Having a poor quality friendship and perceiving classmates to be resistant to school norms were related to reports of maladaptive achievement motivation.

Spera, Christopher (2006) investigated 124 adolescents' perceptions of parental educational goals and values were related positively and significantly to their reports of parental school involvement and parental monitoring. In turn, adolescents' perceptions of parental involvement in schoolwork were related positively and significantly to their interest in school, internal academic self-regulation, and goal pursuit. Parental styles moderated the relationship between parental practices and student grades, with parental involvement and monitoring most effective under child-catered parenting styles.
Ligon, Nikimyay. (2006) found that there was a statistically significant difference for the achievement motivation construct by development level but not by gender.

Wilson, Brian David. (2006) found that students from low income families lag behind their upper and middle class counterparts in terms of academic achievement. As more and more of these low income students attend college, the question of how to address the issues faced by these students and aid them in persisting to degree completion takes on a new significance. Substantial research exists, indicating motivation and the use of certain study skill methods may be two likely indicators of student success. Results of the study suggested the predictive strength of both the motivation and the learning strategies sections was influenced by a student’s economic background. None of the motivation sub-scales reached significance for the low income group of students. In contrast the predictability of the instrument increased dramatically for both the middle and high income groups.

Athman & Monroe. (2004) found that greater achievement motivation is associated with greater cognitive engagement in school work, which improves academic performance.

Ibanez, Gladys et al., (2004) in their exploratory study found the associations between perceived school experiences and achievement motivation varied by language acculturation and generational status among a sample of immigrant and U.S. born Latino adolescents (n =129). Academic competence, school belonging, and parent involvement were positively related to achievement motivation. Academic competence and parent involvement were strongly related to achievement motivation among students who spoke English or were born in the U.S., suggesting that these associations may be cultural adaptations.

Cynthia Maya (2002) in her study “Factors affecting the achievement motivation of high school students in Maine” investigated the influences of parental and school factors on adolescent achievement motivation and found that adolescents’ perceived parent support and educational expectations for adolescents were directly associated with the adolescents’ achievement motivation. The parents’ level of
education however did not have a significant effect on predicting achievement motivation.

Kaplan, Avi, Maehr & Martin (2002) noting that adolescents' academic achievement depends, to a large degree, on adolescents' motivation, this chapter takes an achievement goal theory perspective to show how the manner in which adolescents adopt differing achievement goal orientations provides a framework for understanding the processes that contribute to their adoption of adaptive motivational orientations. Further they showed how adoption of mastery or performance goals may be viewed as aspects of the process of self-reconstruction in which adolescents engage, serving the development of their personal interests, establishing the basis of their self-worth, and forming desirable social relationships. Next, the chapter presents a model that situates students' motivational orientations in the socio-cultural context of their schools, and discusses its implications to theory, research, and educational practices.

Mau & Bikos (2000) conducted a research and indicated that adolescents’ perceptions of parents’ support for learning have a strong impact on their achievement motivation.

2.7.4 Critical Review

Critical analysis of the collected reviews is done and is discussed as under: Positive self-concept enhances achievement motivation (Riffat-un-Nisa Awan et al). Thinking styles were positively correlated with achievement motivation (Fan weiquiao). Achievement motivation decreases with age (Hustinx). Epistemological beliefs influence achievement indirectly through their effect on achievement motivation and learning approach (Kizilgunes, Berna). Authoritative parenting influences intrinsic achievement motivation (Turner, Erlanger). Significant relationship was found between achievement motivation and the latent construct of inner resources (Love Lanel Dilane). Significant association exists between achievement motivation and perceived peer relationship (Nelson). No significant gender difference exists in achievement motivation construct (Ligon, Nikimyay). Achievement motivation was significantly influenced by students’ socio-economic background (Wilson, Brain David). Achievement motivation is strongly associated
with cognitive engagement (Athman Monroe). Academic competence, parent involvement were positively related to achievement motivation (Ibanez). No significant effect of parent’s level of education on achievement motivation (Cynthia Maya). Academic achievement highly depends on adolescent’s achievement motivation (Kalpan Avi). Parents’ support for learning has high influence on achievement motivation (Mau &Bikos).

self-concept, thinking styles, Epistemological beliefs, learning approach, latent construct of inner resources, perceived peer relationship, socio-economic background, parental involvement, Academic competence, Parents’ support, parent’s level of education and cognitive engagement are some of the variables studied with achievement motivation by various researchers. However study on achievement motivation with self-acceptance, study skills or intellectual performance responsibility has not been conducted. Hence the present study was taken up with the variables study skills, self-acceptance and intellectual performance responsibility with achievement motivation.

2.8 Studies Related to Self-Acceptance

2.8.1 Indian Studies

Peter Baskaran & Porgio (2008) carried out a study to find out the relationship between self-acceptance and temperament of teacher trainees. They collected 500 samples among which 250 were males and rest were female teacher trainees. With the help of Emmanuel M. Berger’s self-acceptance scale they collected data, processed and analysed by ‘t’ test and product moment correlation and found there was significant relationship between self-acceptance and temperament of the teacher trainees.

Waheeda (1998) studied the behavioural training in improving personality characteristics of juvenile delinquents in relation to self-acceptance. The samples were drawn from Government Special Home for boys at Chengelpet and Government Special Home for girls at Kilpauk, Madras, run by Government of Tamil Nadu. The samples were chosen by administering Kakkar’s self-acceptance inventory to a group
of 50 male and female delinquents. The samples were given Jerner’s personality inventory to assess the personality characteristics of the juvenile delinquents. No significant differences was found in both high self-acceptance and low self-acceptance group among males and females and the high self-acceptance group showed improvement in a social index whereas the low self-acceptance group had no improvement.

Usha Rao (1986) studied self-acceptance, test anxiety (TA), intelligence, and achievement in 1,086 lower middle-class and lower-class male and female non-scheduled caste (NC) and scheduled caste (SHC) students studying in the 10th grade in India and found that SHC students are more self-accepting than were their NC counterparts. No significant differences in intelligence were found between NC and SHC students.

2.8.2 Critical Review

Critical analysis of the collected reviews is done and is discussed as under: There was significant relationship between self-acceptance and temperament of the teacher trainees (Peter Baskaran). High self-acceptance group showed improvement in a social index whereas the low self-acceptance group had no improvement (Waheeda). Scheduled caste students are more self-accepting than were their non-scheduled caste counterparts (Usha Rao). In all these studies they used teacher trainees, juvenile delinquents and 10th graders as their samples. Study about the self-acceptance of adolescent learners along with the variables study skills, intellectual performance responsibility and achievement motivation has not been taken up. Hence the investigator made an attempt to study the self-acceptance of adolescent learners.

2.8.3 Foreign Studies

Aykut Ceyhan & Esra Ceyhan (2011) in their study found that the University students’ self-acceptance level increased significantly in the 4-year period. With respect to gender, the self-acceptance level of female students was found to increase during their university education, while no significant difference was observed in that of male students. Further it was found that university life includes significant
experiences for students’ self-acceptance, especially for female students, and that university life does not cause any significant increase in the level of learned resourcefulness.

Valeria Negovan, et al. (2011) in their study investigated that gender, age and schools’ academic standards differences in adolescents’ self-acceptance and found intervention programs aiming to reduce the discrepancies between adolescents’ real and ideal self and to increase their self-acceptance and adjustment.

Pardini, Dustin et al. (2006) in a study found the interaction between children’s perceptions of their social acceptance and their peer-rated social standing in predicting emotional and behavioral problems. Overall, lower peer-rated social standing was associated with higher levels of antisocial behavior, academic problems, and hyperactivity/inattention. On the other hand, higher self-perceived social acceptance was associated with increased levels of peer-rated fighting at school. For children who were rated as having high social standing among their peers, poorer self-perceived social acceptance was associated with increased oppositional behaviors and conduct problems at home. In addition, children who reported lower self-perceived social acceptance exhibited increased levels of depressive symptoms, even when they were relatively well liked by their peers.

Shelley, Carson Ellen & Langer (2006) in their study focused on the cognitive theory of mindfulness and its importance in achieving unconditional self-acceptance. The goal of the mindful perspective is to increase cognitive flexibility and to thereby increase behavioural flexibility and the ability to adapt to one’s current environment in a meaningful manner. They found the following aspects of mindfulness as they apply to enhance self-acceptance: the importance of authenticity, the tyranny of evaluation, the benefits of mistakes, the mindlessness of social comparison, the trap of rigid categories, and the acceptance of self as a mindful choice. They concluded with a number of mindfulness applications geared toward enhancing self-acceptance.

Bean, Roy, Northrup & Jason (2009) investigated several key parenting variables (psychological control, psychological autonomy, and acceptance) in predicting self-esteem among Latino adolescents using structural equation modeling
analyses. Two variables, maternal psychological autonomy and paternal psychological control, are found to be significant predictors of Latino boys' self-esteem, whereas psychological autonomy and control (paternal and maternal) are all significantly related to self-esteem among Latino girls.

Don Pazaratz (2003) conducted a study and found that reinforcements help residents to develop self-control, self-acceptance, motivation and the learning competency. Utilization of reinforcements, especially within a level system, aims to make the youth self-directed rather than externally controlled.

2.8.4 Critical Review

Critical analysis of the collected reviews is done and is discussed as under: The self-acceptance level of female students was found to increase during their four year period of university education (Aykut Ceyhan). Intervention programs aiming to reduce the discrepancies between adolescents’ real and ideal self and to increase their self-acceptance and adjustment (Valeria Negovan). By enhancing self-acceptance, a number of mindfulness applications also geared to increase cognitive flexibility and thereby increase behavioural flexibility and the ability to adapt to one's current environment in a meaningful manner (Shelley). Reinforcements help residents to develop self-control, self-acceptance, motivation and the learning competency (Don Pazaratz). In all the above related reviews self-acceptance of people with different age group were taken as samples and they gave their findings and no one conducted the study on Chennai and Thiruvallur school adolescent learners as their samples and the tool used to assess their level of self-acceptance in this study is also not used. In this way the investigator’s study is novel and she tried to found the unexplored field of research in this study.

2.9 Studies Related To Study Skills

2.9.1 Indian Studies

Dhanalakshmi (2013) in her study “Anxiety and Study Habits of High School Students In Relation To Their Academic Achievement” selected 348 students of IX
standard Chennai based government, government aided and corporation schools and collected data using Anxiety scale by Taylors Manifest anxiety scale and Study habits by study skill questionnaire by M. Kanchana (1986) and found that there is significant difference between Boys and Girls in study habits. Boys have more study habit than girls. Further there is significant difference between boys and girls in anxiety. Boys have more anxiety than girls.

Kaliyamoorthy & Parithi (2013) studied the employability skills of management students and found that ninety two percent of the respondents know the importance, 8 percent of the respondents do not know the importance of employability skills.

Ananthasayanametal. (2005) in their study found that certain personality traits like emotional control, courtesy and attitude towards life contribute more to the development of language skills. Further they found that the personality traits of the low and moderate groups do not support them in developing their language skills.

Ravi (2004) in his study found that (1) there was an interrelationship between the receptive variables such as reading and listening in Tamil and English language. (2) It was found that the growth and development was indicators of receptive skills such as intelligence, aptitude and scholastic achievement of the primary school children. (3) Cognitive abilities of the Primary School children enabled them to improve their reading and listening skills both in Tamil and English. (4) It was found out that not only the cognitive abilities but also some of the non-cognitive factors like failure tolerance, locus of control, study habits and certain personality traits influence the acquisition of receptive skills among the primary school children.

Chandrakanthi(2003) in her study identified that (1) socioeconomic status, family environment and personality traits were the significant factors affecting the language skills among selected 135 engineering students from Coimbatore District using probability sampling method. (2) The influence of pedagogical factors such as study habits, locus control, learning approaches, learning styles and learners’ effectiveness significantly influenced the language skills of the students.
Rama Chandra Reddy & Nagaraju (2001) in their study on Influence of Sex and Locality on Study Habits of Class X Pupils, found that (1) Urban pupils differed from the rural pupils in their study habits. (2) There was no significant impact of sex on the study habits. (3) There was no interaction effect of sex and locality on the study habits. Study habits need to be improved among the high school students.

Shinde (1993, 2001) observed that imparting training in study skills helped students to improve their scholastic achievement. Some of the study methods such as SQ3R, MURDER and Herbart’s’ method also proved effective for students.

Lavanya (2000) in her study found that there was a significant difference identified on the study skills total for the experimental group on the pre- and post-test assessment of IX standard students from a school in Chennai.

Beidal (1999) showed that the use of study skills strategy decreased anxiety and improved the academic achievement.

Ramamurthi (1993) found that despite the students possessing good intelligence and personality, the absence of good study skills hampers their academic achievement.

Development of study skills should be addressed at every educational level. Programmes to enhance teachers’ preparation to teach study skills dissipate quickly demanding a strong commitment from school boards, administrators, teachers, parents and students to make study skills instruction maximally effective.

2.9.2 Critical Review

Critical analysis of the collected reviews is done. Boys have more study habit and anxiety than girls. (Dhanalakshmi). Certain personality traits influence the acquisition of receptive skills among the primary school children. (Ravi. R) Certain Pedagogical factors influence the language skills. (Chandrakanthi. S). Urban pupils differed from the rural pupils in their study habits (Rama Chandra Reddy). Training in study skills helped students to improve their scholastic achievement (Shinde). The use
of study skills strategy decreased anxiety and improved the academic achievement (Beidal). Absence of good study skills hampers the academic achievement (Ramamurthi). In all the above related reviews study skills of students with different age group were taken as samples but not with adolescent learners as their samples. In this way the investigator’s study is novel and she found the unexplored field of research in this study.

2.9.3 Foreign Studies

Jones & Deutsch (2011) in a qualitative study of after-school activities found that the relationship with adult staff was an important factor for learning skills and involvement in activities for adolescents.

Jansen et al. (2010) explored that the perceived study skills preparation concerning time management and learning skills had a positive impact on college students' first-year study behaviour and academic achievement. However, the study also showed that the impact of perceived college preparation is far less important for college retention than other factors such as satisfaction about the chosen degree programme and tutorial attendance.

Swart, Arthur James et al. (2010) in their study found that poor academic success by African engineering students was experienced in many higher educational institutions due to the poor time management skills of these students.

Gakhar, Megha. (2008) in a study “Academic Achievement of Students in Relation to Their Preferred Learning, Thinking Styles and Study Skills” found that out of seven study skills and overall study skills the correlations of two study skills namely goal orientation and scholarly skills with academic achievement of students were significant.

Gambill, Jill et al., (2008) in their study about teachers at three separate public schools analyzed possible reasons behind low grades. All problems (late work, unprepared students, and lax attitudes) related to students who were not organized for learning. Even though these teachers taught a variety of ages ranging from third to
twelve grades, they typically found evidence of a lack of organization inside students' desks, lockers, binders, book bags, and pencil pouches. Teachers also found that while some students knew the subject material, their grades did not reflect their knowledge. Lacking education, skills to display their abilities, and fundamental skills, students were not prepared for life. Organization is a prerequisite for success. Organization crosses all studies for higher education and all life situations. Directly teaching organizational skills aids students for their current task (school) while preparing them for their latter tasks (workforce). Simple tools such as binders increase learning time and grades earned by students while decreasing their frustration. Teachers who teach organization skills to their students are teaching important lessons for school, as well as for life.

Philbeck-Keener, Amanda. (2008) conducted a study and found that study skills encompass range of coordinated cognitive skills and processes to enhance the effectiveness and efficiency of student learning. They concluded that students and teachers believed that study skills class was beneficial for students’ grade improvement.

Nouhietal. (2008) investigated the study skills and habits of medical students and their educational achievement. Their findings were: (1) study skills had significant correlation with educational achievement. (2) Although males scored slightly better in study habits and all components of study skills but this superiority was only significant for reading comprehension and speed.

Nabors, Mark (2007) in their study concluded that students who completed a study strategies course were more likely to graduate and have more favourable grade point averages than students who did not completed the course. The results from a Pearson Chi Square test indicated that there were statistically significant differences in graduation based on gender and age. The results of the statistical analysis also demonstrated that students who scored higher on the learning and study skills inventory (LASSI), attitude, anxiety, concentration, and motivation were more likely to graduate those students who scored lower on those same scales.
Teele, LeCounte (2006) studied the impact of integrated study skills instruction on student achievement on African–American adolescents in an English Language Arts Course in New York city and found that there was a positive correlation that suggests integrated study skills instruction made a significant impact on student achievement.

Reyna, Rachel Marie (2006) conducted an intervention study skills program for at-risk students whether teaching study skills impacted their ability to maintain adequate academic progress than by simply providing homework completion support. They concluded that no statistical difference was found between students receiving homework completion support only and those receiving additional study skills instructions.

Tuckman, Bruce (2003) developed an educational psychology-based study skills program called “Strategies for Achievement - to teach learning and motivation strategies” to college students. It involved teaching student four major achievement strategies: take reasonable risk, take responsibility for outcomes, search the environment (for information), and use feedback. Each strategy was divided into two sub strategies, and used to teach students to overcome procrastination, build self-confidence and responsibility, manage their lives, learn from lecture and text, prepare for exams, and write papers. The training was provided as a course taught using a hybrid technology-based instructional model called Active Discovery and Participation through Technology (ADAPT). Students who took the training course earned significantly higher grade point averages in comparison to a matched group, both the term they took the course (with and without course grade included) and the term after taking the course, and were more likely to return for their next year of college. The effectiveness of the course in terms of increasing student Grade Point Average (GPA) was demonstrated in both settings. GPA increased in the term in which the course was taken for 92 students in the traditional classroom setting. A comparison of 37 students taking the course in the technology setting with 37 students not taking the course yielded significant differences in GPA in favour of course takers, especially among African Americans.
Hinterer, Sally (2002) investigated the impact of teaching thinking skills as a model for designing curricula at the West Virginia Industrial Home for Youth's Johnston High School, a maximum-security juvenile facility and found that skill-focused instruction could make a positive impact on student achievement.

Smith, Marvin et al., (2000) in their study revealed that many students failed to possess adequate study skills which included note taking, test preparation, time management, and organizational skills. Through intervention, the researchers hoped to enhance student academic performance. It was also their desire to lower student stress levels by diminishing homework anxiety. This was accomplished through visual displays, direct instruction in study skills, and improved organizational techniques. The research suggested that parental involvement is a key factor in determining student academic achievement. It was hoped that the interventions would have a positive impact on student achievement and time management skills. Although most of the numbers did not indicate significant improvement, the students gained knowledge about various study skills and when best to implement them.

The aforementioned literature clearly states that the effect of the academic training improves the study skills, study behaviour and develops a positive attitude towards learning.

2.9.4 Critical Review

Research gaps in the collected reviews are identified and are discussed as under: Relationship with adult was an important factor to enhance the learning skills of adolescents (Jones & Deutsch). Study motivation and study skills exhibit the strongest relationships with academic performance (Nouhi). The perceived study skills facilitate positive impact on study behaviour and academic achievement (Jansen). A poor time management skill leads to poor academic success (Swart). Significant relationship exists between goal orientation, scholarly skills and academic achievement (Gakhar). Study skills class was beneficial for students’ grade improvement (Philbeck-Keener, Nabors). Integrated study skills instructions made a significant impact on student achievement (Teele). Skill-focused instruction could make a positive impact on student achievement (Hinterer). Parental involvement is a key factor in determining
student academic achievement (Smith). From review of related literature it was evident that although a lot of work has been done on study skills and achievement motivation separately, but the researcher could not find any study which dealt with these four variables together. This study is an attempt to highlight the relationship between achievement motivation, study skills, self-acceptance and intellectual performance responsibility.

2.10 Studies Related to Intellectual Performance Responsibility

Kabugi Nancy & Tanui Edward (2014) in their study established that there were significant differences on prefects’ academic work performance by school responsibilities performance category. Prefects are student leaders elected or appointed and assigned administrative duties in schools. The study recommended that the teachers provide remedial teaching and academic counseling to prefects so that they can attain good grades in national examinations for entry to higher education.

Elliot et al. (2012) in their analyses of data from 777 pairs of 17-year-old twins indicated that Gene × SES effects on achievement scores can be accounted for stronger influences of genes for intellectual interest on achievement at higher levels of SES. These findings were consistent with the hypothesis that higher SES affords greater opportunity for children to seek out and benefit from learning experiences that were congruent with their genetically influenced intellectual interests.

Schick, Hella et al., (2009) investigated the role played by general intelligence, school environment, self-efficacy, and aspects of personal identity in the formation of learning motivation in German students attending the Gymnasium schools and found that the greatest predictors of learning motivation were variables related to personal identity-style, rather than general intelligence, supporting the hypothesis that learning motivation was a moderator variable of intellectual achievement for students with intellectual giftedness, rather than an inherent component of giftedness.

Antonio Valle et al. (2003) in their study found that students' predisposition to feel responsible for the results of their academic behaviour (internal attribution) was related to positive self-image (academic self-concept), both being important
conditions for development of learning-oriented motivation (learning goals). All of this involves selection and use of learning strategies for deep information processing (deep learning strategies), which leads students to assume responsibility with high levels of persistence, perseverance, and tenacity so as to achieve goals defined by the motivational orientation. This persistence and effort to achieve the proposed goals has in turn a positive and significant effect on academic achievement.

Duval et al. (2002) in their study found that evidence for the self-serving bias (attributing success internally and failure externally) was inconsistent. Although internal success attributions were consistently found, researchers found both internal and external attributions for failure. Further the authors explained these disparate effects by considering the intersection of two systems, a system comparing self against standards and a causal attribution system. It was predicted that success and failure attributions were moderated by self-awareness and by the ability to improve. When self-focus was high (a) success was attributed internally, (b) failure was attributed internally when people can improve, (c) failure was attributed externally when people cannot improve, and (d) these attributions affect students’ self-esteem.

Spencer & others (1996) examined parental monitoring and adolescents’ sense of responsibility for their own learning; an examination of sex differences. In this study, the children’s intellectual achievement responsibility scale and the Hare self-esteem scale were used as measures to examine the monitoring processes of parents and their effects on the attitudes and experiences of sixth, seventh and eighth grade African-American inner-city adolescents (N=498). Regression analyses of girls regarding tendency to take responsibility for their learning was predicted by higher perceived self-efficacy and accounted for 18.05 of variance in girls’ acquisition of a sense of responsibility for their academic achievement. For boys taking academic achievement was predicted by perceived self-efficacy. Generally the more perceived self-efficacy and stressful events reported by adolescents, the more responsibility for academic achievement taken by them.

Sanders et al., (1995) in their study found and reported that differences are found in intellectual achievement responsibility, attitude toward school, and self-
esteem of black male elementary school students attending the Milwaukee African American Immersion Academy compared to those attending a traditional Milwaukee school. It was determined that Immersion Academy children performed better than those children in the control group.

Wong, Lily Yee-Sheung (1995) in their study found the relationship between student perceptions and learning behaviours. 291 male and female adolescent students from five schools in Singapore completed the Intellectual Achievement Responsibility (IAR) Scale. Results indicated that the students have a sense of responsibility and were more likely to accept blame for failure than personal credit for success. This response was stronger among high achievers and top classes than for lower achievers and classes, and also stronger among girls than boys. No correlation was found between students' responses to successful or positive events and performance, but there was a high correlation between their responses to negative events and performance. This outcome suggests that those who accept greater blame for failure are motivated to work harder to achieve. A student’s acceptance of responsibility for their learning was the most important predictor of academic success.

Corno (1992) in his study concluded that all students did not know that they can take responsibility for their learning by drawing on their own strengths and interests and not all students know how. Teaching students to be responsible need to be included in the total school curriculum. However, one cannot force a person to be responsible. Teaching a student to be responsible is an important life skill. Teachers can encourage students to take responsibility for learning and performance if they are aware that the student is deficient in this area.


Ivan Reid & Audrey Croucher (1980) in their study compared a sample of over one thousand British primary school children who completed the Crandall intellectual achievement responsibility questionnaire and found that high internalized
reinforcement responsibility in academic situations acts as a motivating variable for attainment relatively independent of intelligence. Several studies have demonstrated that children who feel that performance outcomes are a consequence of their own behavior demonstrate greater initiative in seeking intellectual rewards and greater effort, persistence, and success in intellectual-academic tasks than children having a more external orientation.

2.10.1 Critical Review

Research gaps in the collected reviews are identified and are discussed as under: High internalized reinforcement responsibility in academic situations acts as a motivating variable for attainment (Ivan Reid). Parents' education was the best predictor of intellectual performance (Valencia). No correlation was found between students' responses to successful or positive events and performance, but there was a high correlation between their responses to negative events and performance (Wong). The more perceived self-efficacy and stressful events reported by adolescents, the more responsibility for academic achievement taken by them (Spencer). Success and failure attributions were moderated by self-awareness and by the ability to improve (Duval). Intellectual performance responsibility was related to academic self-concept and learning-oriented motivation (Antonio Valle). SES influences intellectual performance responsibility (Elliot. M).

2.11 Conclusion

It may be seen from the brief review of literature presented in the foregoing pages that a few studies have been carried out in the area of study skills, intellectual performance responsibility and self-acceptance. Selection of certain important demographic variables, psychological variables is supported by many other studies. Hence the present study was taken up to highlight the relationship between achievement motivation, study skills, self-acceptance and intellectual performance responsibility of adolescent learners.

CHAPTER- III